

MRS. SPIELMANN'S 2ND GRA

Lesson Plans for Week of Sept. 1-

	DOL,Flag, Attendance	<u>Specials</u>
	<u>8:30-8:45</u>	<u>8:45-9:45</u>
	Flag Pledge, Lunch Count,	8:45- 9:15 - PE
M	Attendance, Daily Oral Lang.	9:20-9:50 - Art
O	Spelling: Long vowels: a.e.i.o.u	
N	Challenge words in dict. Sentence	
D	Phonics Charts-# 15-6 titled:	
A	Quiet Morning; My Snake	
Y	Flash Card Drill of Sight Words	
	Oral Language Skills	
	Character Education word:	
	Responsibility	
	<u>8:30-8:45</u>	<u>8:45-9:45</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library/Counseling
E	Spelling:Long vowelsL a.e.i.o.u	
S	Challenge words in dict. Sentence	
D	Phonics Chart - #5-6 Titled:	
A	Quiet Morning; My Snake	
Y	Flash Card Drill of Sight Words	
	Character Education word:	
	Responsibility	
W	<u>8:30-8:45</u>	<u>8:45-9:45</u>
E	Flag Pledge, Lunch Count,	8:45-9:15 - PE
D	Attendance, Daily Oral Lang.	9:20-9:50 - Art
N	Spelling:Long vowelsL a.e.i.o.u	
E	Challenge words in dict. Sentence	
	Phonics Chart -#5-6 titled:	
D	Quiet Morning; My Snake	
A	Flash Card Drill of Sight Words	
Y	Character Education word:	
	Responsibility	
	<u>8:30-8:45</u>	<u>8:40-9:45</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music
H	Attendance, Daily Oral Lang.	9:20-9:50- Library/Counseling
U	Spelling-Long vowels a.e.i.o.u	
R	Challenge words in dict. Sentence	
S	Phonics Chart #5-6 Titled:	
D	Quiet Morning; My Snake	
A	Flash Card Drill of Sight Words	
Y	Character Education word:	
	Responsibility	
	8:30-8:45	<u>8:40-9:45</u>
	Flag Pledge, Lunch Count,	8:45-9:15 - PE

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GRADE

-5, 2014

<u>Guided Reading</u>	<u>Math</u>	<u>Recess</u>	<u>Math</u>	<u>Lunch</u>
<u>10:00-11:30</u>	11:30-11:40	11:35-11:50	11:55-12:05	12:05-12:35
Guided Reading & Conferencing	Exploring		10 minutes	
Oral & Silent Reading: Surprise for Ben and Sooty; Lucy and Billy	Hundred's Chart; Clocks		number routines	
Students will review information on KWL; finish a story map; Genre study & Guided Rdg. Group	Classroom Routines and Ten-Minute Math activities			
DAILY 5: Read to Self; Read to Someone; Listen to Reading; Word Works; Work on Writing and CAFE Components			Standards:	
RL.2.1, .2,2.3..4,5	M1, M2 Standards		M5-M6	
			T1, T2	
<u>10:00-11:00</u>	<u>Math</u>	<u>Recess</u>	<u>Math</u>	<u>Lunch</u>
Guided Reading & Conferencing	11:30-11:40	11:35-11:50	11:55-12:05	12:-05-12:35
Oral & Silent Rdg: A Pot That Fits Lots of Dogs	Cover and count and also building Cubes		10 minutes	
Story Plot, major and minor characters; settings, sequence events, predict author's message	Ten-Minute Math		number routines	
DAILY 5: Read to Self; Read to Someone; Listen to Reading; Word Works; Work on Writing & CAFE			Standards:	
	M5-M6 Standards		M5-M6	
	T1, T2 Standards		T1, T2	
<u>10:00-11:00</u>	<u>Math</u>	<u>Recess</u>	<u>Math</u>	<u>Lunch</u>
Guided Reading & Oral Rdg. Ben and Sooty; Lucy and Billy	11:30-11:40	11:35-11:50	11:55-12:05	12:05-12:35
Events, predict author's message the narrative & intended audience	Guess numbers on the number line		10 minutes	
Describe how setting is conveyed & similarities. DAILY 5: Read to Self; Read to Someone; Listen to Reading; Word Works, Work on Writing & CAFE Component	Ten-Minute Math		number routines	
	M1, M2 Standards		Standards:	
	M5-M6 Standards		M5-M6	
			T1, T2	
	<u>Math</u>	<u>Recess</u>	<u>Math</u>	<u>Lunch</u>
Oral & Silent Reading: A Pet That Fits; Lots of Dogs	11:30-11:40	11:35-11:50	11:55-12:05	12:05-12:35
Write about how to compare this story to another story. Discuss the author's message of the story.	Counting sets of up to 60 objects		10- minute	
Centers: Spelling, Writing, rhyme listening, computers, poetry charts, Listening Center, phonics, grammar center.	Ten-Minute Math		number routines	
	M1, M2 Standards		Standards:	
	M5-M6 Standards		M5-M6	
			T1, T2	
<u>10:00-11:00</u>	<u>Math</u>	<u>Recess</u>	<u>Math</u>	<u>Lunch</u>
Oral & Silent Reading of:	11:30-11:40	11:35-11:50	11:55-12:05	12:05-12:35

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SuccessMaker	MATH (M5,M6, T1,T2)	Recess	Creat.Writ.
12:55-1:15	1:15-2:00	2:00-2:15	2:15-2:30
	Pg. 13-14 Students will be		Students
Self-paced	working on Ten Cubes and Time		will be
interactive	describe arrangements of ten cubes		composing
courseware	5students will solve problems		various
in content	from connecting the cubes		stories to
areas of reading and math	Problem of the Day.		enhance
in the computer lab.	Mad Minute Tests; CGI Problems		the import.
	Flash card drill of add. Facts		of learning
	Students will use algebra		writing
	concepts to solve equations.		skills.
SuccessMaker	Math (M5,M6, T1, T2)	Recess	Creat.Writ.
12:55-1:15	1:15-2:00	2:00-2:15	Students
	Pg. 15-16 Studentts will be		will be
Self-paced	working with counting cubes		composing
interactive	and pattern blocks		various
courseware	work with connecting cubes		stories to
in content	Problem of the Day. Mad		enhance
areas of reading and math	Minute Tests. Flash card drill		the import.
in the computer lab.	of addition facts. CGI Solve		of learning
	everyday problems in math.		writing
SuccessMaker	Math(M5,M6, T1, T2)	Recess	Creat.Writ.
12:55-1:15	1:15-2:00	2:00-2:15	Students
	Pg.17-18 Students will be		will be
Self-paced	workinng with the number line		composing
interactive	to focus on counting		various
courseware	and Guess My Number		stories to
in content	of the Day. Mad Minute Tests.		enhance
areas of reading and math	Flash card drill of addi. Facts.		the import.
in the computer lab.	Students will understand		of learning
	place value. CGI problems		writing
SuccessMaker	Math (M5, M6, T1, T2)	Recess	Creat.Writ.
12:55-1:15	1:15-2:00	2:00-2:15	Students
	Pg. 19-20. Students will be		will be
Self-paced	working with the number line		composing
interactive	and counting activities. Students		various
courseware	will compare number line & 100's		stories to
in content	Problem of the Day.		enhance
areas of reading and math	Mad Minute Tests. CGI Problems		the import.
in the computer lab.	Flash card drill of add. facts.		of learning
	Using problem solving skills		writing
Computer Projects	Math (M5, M6, T1, T2)	Recess	Creat.Writ.
12:55-1:15	1:15-2:00	2:00-2:15	Students

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<u>RTI - (Response to Interventions)</u>	<u>Science /S.Studies</u>	
<u>2:30-3:00</u>	<u>Weekly Reader/JA</u>	
screening,	2:45-3:25	
progress monitoring	Science-pg. B48-B66	
data based decision making,	Students will be	
standards based	learning about how	
data driven &	animals grow and change	
responsive to		
student needs	<u>Weekly Reader-</u>	
	We will be learning about	
	seasons and farm foods	
	<u>Dismiss - 3:30</u>	
<u>RTI - (Response to Interventions)</u>	<u>Social Studies - Pg 11-20</u>	
<u>2:30-3:00</u>	3:00-3:25	
screening,	Students will learn	
progress monitoring	about how we live	
data based decisions	in a community and how	
standards based	we can help our	
data driven &	community to be	
responsive to	the very best.	
student needs	<u>Dismiss - 3:30</u>	
<u>RTI - (Response to Interventions)</u>	<u>Weekly Reader- 2:45-3:25</u>	
<u>2:30-3:00</u>		
screening,	Students will learn about	
progress monitoring	different kinds of	
data based decision	animal habitats.	
standards based	Use Promethean Board	
data driven &	for learning about	
responsive to	animal habitats	
student needs	<u>Dismiss - 3:30</u>	
<u>Shared Rdg./Spell.</u>	<u>Weekly Reader - 2:45-3:25</u>	
<u>Rhyme Charts</u>	Students will make	
<u>2:30-2:45</u>	posters in small groups	
screening,	depicting all the ways	
progress monitoring	we can be safe in	
data based decision	preventing fires.	
standards based		
data driven &		
responsive to		
student needs	<u>Dismiss - 3:30</u>	
<u>Shared Rdg./Spell.</u>	<u>Weekly Reader-2:45-3:25</u>	
<u>Rhyme Charts</u>	Students will be learning	

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